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ABSTRACT

A kindergarten teacher employed in an elementary school implemented a practicum designed to decrease the number of students referred to the principal's office for disciplinary action. Additional practicum goals were to improve student behavior in the classroom, cafeteria, and school bus; and teachers' classroom management techniques. Teachers were encouraged to use approaches most compatible with their teaching styles in order to meet the individual needs of students. During each faculty meeting, time was set aside for "Discipline Updates." Tapes were reviewed, techniques were discussed, and practical procedures for managing student behavior were demonstrated. Each teacher was provided with a periodically updated discipline notebook which contained a variety of practical procedures for managing discipline problems. Cafeteria monitors and school bus drivers were asked to use selected strategies to manage disruptive students. As a result of the intervention, disruptive incidents decreased, and fewer students were referred for disciplinary action. Informal teachers' responses indicated an increase in their use of classroom management techniques. Teachers suggested that the program be continued and expanded to include additional behavior management Strategies. Thirty-five references are listed and related materials are appended. (RH)

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Implementing a Program of Effective Instructional Practices and Interactional Patterns to Decrease Disruptive Behavior in an Elementary School and on the School Bus

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A Practicum II Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

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PRACTICUM APPROVAL SHEET

OCT 27 1988

This practicum took place as described.

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This practicum report was submitted by Emily W. Hood under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

September 26, 1988

Date of Final Approval Report

Polly Peterson, Ph.D.

Polly Peterson, Ph.D.

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ABSTRACT

Implementing a Program of Effective Instructional Practices and Interactional Patterns to Decrease Disruptive Behavior in an Elementary School and on the School Bus. Hood, Emily W., 1988: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Classroom Discipline/Self Control/Techniques for Discipline/Self Discipline/-Behavior Modification

This practicum addressed the need to decrease the number of students referred to the principal's office for disciplinary action. The lack of skill on the part of some of the classroom teachers and the need for a school-wide discipline plan resulted in a number of students being referred. The literature review revealed that discipline is a crucial issue and is viewed as the second greatest classroom problem.

The writer's goals were: (a) to decrease the number of students referred to the principal's office for disruptive behavior, (b) to improve student behavior in the classroom, the cafeteria and on the school bus, and (c) to improve teachers' classroom management techniques. In addressing these goals, the writer used a variety of models and practice based techniques and strategies. Teachers were encouraged to use those approaches most compatible with their teaching styles to meet the individual needs of students. Cafeteria monitors and school bus drivers were also asked to use selected strategies to manage disruptive students.

As a result of this practicum, an overall decrease in the number of students exhibiting disruptive behavior in the classroom, cafeteria and on the school bus was noted; consequently, fewer students were referred to the principal's office for disciplinary action. Informal teacher responses indicated an increase in their use of classroom management techniques to meet the needs of students in various situations that arise in the classroom. The teachers communicated the need for the program to be continued and expanded to include additional behavior management strategies.

CHAPTER I

INTRODUCTION

The Work Setting

The setting in which this practicum took place was in a rural county located in the southeastern section of the country. It is a relatively poor county with a 1984 per capita income of $7,554. The location encompasses an area of 269 square miles with a population of 37,000. There are three major communities within the county.

The county's economy is based on a blend of agriculture, manufacturing, and wholesale and retail trade. Tobacco is the primary agricultural crop. The production of soybeans, corn, wheat, swine, and beef cattle is also very important to the economic base. Over 50 companies comprise a diversified manufacturing base with textile, glass containers, processed tobacco, and mobile homes being the major products.

The county is served educationally by 1 community college and 13 public schools, 10 elementary schools, 2 junior high schools, and 1 senior high school. There are three private and parochial schools for families seeking an alternative to public education. The public schools are accredited by the Southern Association of Schools and Colleges and serve a student population of approximately 7,900 in grades K-12. The curriculum provides instruction in three curriculum strands, basic,

college bound and vocational education. A variety of challenging extracurricular activities are also provided.

The School and Community

The school is located on the southern edge of the county just outside the city limits. It serves approximately 550 students in grades K-6. Special programs are available for exceptional students at both ends of the educational spectrum. The student population is 70 percent black and 30 percent white. Approximately 75 percent of the students receive free or reduced price meals.

The school community is made up of three mobile home parks, seven industries, rental homes, privately owned homes, ten churches, and a city-operated recreational area. Housing projects erected outside of the school community have caused the enrollment to decrease. The expansion of the school zone causes the district to transport 67 percent of the students by bus. The majority of the parents are employed by local industries and textile mills. Table 1 shows the ten major types of occupations for males and females in the county.

The physical facility of the school consists of a one-story brick and concrete structure which was built in 1952. Two wings providing ten rooms were added in 1976. The building consists of 26 classrooms, a media

center, a cafetorium, a principal's office, a lounge, secretary/receptionist office, a health room, and two mobile units. The facility is located on a 13-acre plot of land free from heavy traffic and congestion.

Table 1
Occupations of Parents

Occupation	Fathers	Mothers
Professional	12%	13%
Skilled	13%	10%
Industry/Textiles	33%	27%
Mechanic	10%	0%
Military	1%	0%
Construction	6%	0%
Self-employed	6%	0%
Semi-skilled	0%	4%
Domestic	0%	5%
Unemployed	5%	30%
Other	14%	11%

The school is staffed by a full-time principal and an assistant principal, 20 classroom teachers, and 18 teacher aides. Support staff consists of a media specialist, two trainable mentally handicapped/emotional mentally handicapped (TMH/EMH) self-contained teachers, a learning disabled/emotional mentally handicapped (LD/EMH) resource teacher, an academically gifted (AG) teacher, a speech (SPH) teacher, and 3 Chapter I

Specialists for reading and math. The school is served part-time by a speech therapist, an occupational therapist, a school psychologist, and a homebound teacher. Other support personnel includes a secretary, 5 cooks, a cashier, and 3 custodians. Outside services are received from a social worker and the county nurse.

Table 2 indicates students' participation in special classes.

Table 2

Students in Special Classes

Class	Number of Participants
Academically Gifted	2
Emotionally Mentally Handicapped	21
Trainable Mentally Handicapped	6
Speech	32
Chapter I Reading	84
Chapter I Math	42
Resource	18

A variety of leisure time activities are provided by the school and the community. Some of these are clubs and organizations such as the Safety Patrol, Student Council, Library Club, and Newspaper Staff. After school activities are also sponsored by these clubs and organizations. The community provides Scouts, Girl Guards, Sunbeams, Young Adventurers,

Crusaders, and Little League baseball, and softball. Several organizations in the community provide materials and equipment for the school. Some sponsor contests and activities each year for the students in this community.

Table 3 provides date from the California Achievement Test results administered in the spring of 1987. The test results for first grade show that students scored higher than the system and the state in the area of reading. They scored 16 points above the national average. They scored below the system and the state in the area of mathematics. They scored 21 points higher than the national average. Second graders scored higher than the system and the state in mathematics. They were 21 points above the national average. In the area of reading they scored the same as the system and below the state. They were five points above the national average. Third graders scored below the system and the state. They were three points above the national average in language arts and two points below the national average in mathematics. The sixth graders scored below the system and the state. They scored five points higher than the national average in language arts and six points higher in mathematics.

Table 3

California Achievement Test Results

Grade	Subject	Percentile School	Percentile System	Percentile State
1	Reading	66	64	64
	Math	71	76	73
2	Reading	55	55	62
	Math	76	68	69
3	Language Arts	53	68	71
	Math	48	65	64
6	Language Arts	55	65	69
	Math	56	65	63

The Writer

A graduate of North Carolina Central University, Durham, North Carolina, with a masters degree in Early Childhood Education, the writer was a Kindergarten teacher who has worked in this school for the past 7 years. She has taught in preschool, kindergarten, and grades 1 through 3 in other school settings.

Her nonprofessional experiences include representing the county's grade level forum, and membership in the North Carolina Association of Educators, and the Vance Warren Association for the Education of Young Children. The writer served as coordinator of The Week of the Young Child activities,

contact person for the Kindergarten Department, chairperson for the school's budget, social, and plant and facilities committees.

In the past, the writer presented papers to the North Carolina Association for the Education of Young Children Study Conference and conducted several local workshops. Recently, the writer was selected to serve on the Community School Advisory Committee.

CHAPTER II

STUDY OF THE PROBLEM

Problem Statement

Primary grade students exhibit disruptive behavior in the classroom, cafeteria, and on the school bus. The problem was a large number of students were constantly being referred by teachers, aides, and bus drivers to the principal for disciplinary action. Referrals were being made for a variety of violations. Among the violations were leaving the classroom without permission, talking back to the teacher, hitting, throwing wet tissue on the bathroom ceiling, jumping up and tapping the light, breaking the light, refusing to complete classroom tasks, fighting, throwing food, writing on the bus seat, threatening a teacher with a chair, and making loud noises.

A growing number of students were being referred or suspended from school because of disruptive behavior. Many of the teachers said they had difficulty trying to enforce rules and manage students' behavior. In recognizing that management of students' behavior was an area of felt need, four teachers listed this area as a part of their professional development plan (see Appendix A). These teachers requested assistance and inservice training in the area of discipline.

When students were punished they complained that

they did not understand the consequences of violating the rules. Throughout the entire school inconsistencies in dealing with students' disruptive behavior and with students who violated the same offense were evident (see Appendix B). A number of students in grades four, five and six who were disruptive were frequently referred to the principal's office for disciplinary action. Briefly stated, the problem addressed by this practicum was the number of students in grades kindergarten through sixth who exhibited disruptive behavior in the classroom, cafeteria, and on the school bus.

Documentation of the Problem

During the 1986-87 school year, the writer noticed that a number of upper grade students were sent to the kindergarten department because of disruptive behavior. This procedure was one of the consequences from the assertive discipline program. An average of three students was sent each week. These students spent from one to three days in the kindergarten classroom. On two occasions, a sixth grade student stayed in the writer's kindergarten class for a week.

The principal's record of discipline referrals showed that a growing number of students were referred for fighting, disrespect, defiance, problems on the bus and in the cafeteria, and disruptive behavior in the classroom (see Appendix C).

According to a survey of the teachers involved in

this practicum, two of the nine teachers were trained to deal with the behavior of disruptive students. The other seven teachers did not have the training prescribed and used in the system to encourage the students to behave nor did they have a written discipline plan (see Appendix D).

During the first semester of the 1986-87 school year, 91 students in grades kindergarten through sixth were reported to the principal's office for a total of 199 referrals. One student was referred 15 times.

Table 4 shows the number of referrals by nine classroom teachers and six bus drivers.

Table 4

Student Referrals During the First Semester

	Number of Students	Number of Referrals
	65 boys	151
	26 girls	48
Totals	91	199

Of the 91 students referred, four were suspended, two from school for a total of nine days and two from the school bus for a total of ten days. Suspension in the kindergarten department (from fifth and sixth grades) included 17 students for a total of 44 days. In-school suspension included 67 students for a total of 55 days. There was no teacher available to monitor

students during the time they spent in the in-school suspension area. The principal or assistant principal had to take time to supervise their school work and behavior while they were suspended within the school.

The data in table 5 show areas of disruptive behavior and consequences reported during the first semester of the 1986-87 school year. Paddling or conferences were the two most frequently used interventions.

Table 5

Offenses and Consequences

Offense	Consequences			
	Conference	Paddle	Letter	Suspension
Fighting	4	16	0	2
Disrespect	4	14	2	0
Disruption on bus	16	10	4	2
Disruption in Cafeteria	1	10	1	0
Defiance	4	15	0	0
Disruptive behavior in Class	12	20	1	0

Causes of the Problem

During the 1986-87 school year, the writer noticed that a large number of students were being referred by teachers, aides, and school bus drivers because of disruptive behavior. It was also noted that many of the

teachers said they had little or no training in how to effectively deal with discipline problems or in how to develop a conducive learning climate. Teachers, aides, and bus drivers had difficulty enforcing the school rules. Students were being referred for minor offenses (see Appendix B) and saying they did not understand what the consequences were for violating the rules. There was inconsistency in dealing with students who committed the same offense.

The writer found that a lack of consistency existed between offense and consequence (see Appendix B). Students complained that teachers' expectations were not well defined, and that rules and consequences were not well established for the classroom, cafeteria, and the school bus.

Related Literature

Discipline remains a crucial issue in schools today. The lack of discipline was viewed as the second greatest classroom problem by the 18th Annual Gallop Poll of the Public's Attitudes Toward the Public Schools (Gallop (1986). If teachers were to teach and students were to learn, discipline was a necessity. Without classroom discipline, learning could not take place.

In the president's speech to the National Forum on Excellence in Education, he cited that the first reform schools must make for better education was to restore discipline back to the schools. He also pointed out

that too many schools have students who will not take tests or hand in their homework and some teachers did not have the authority to quiet down their own classrooms (Reagan 1983).

The behavioral approach suggested that behaviors are shaped by principles of learning. It assumed that all behavior, whether good or bad, is learned. If all behavior is learned, it follows that one can employ the principles of learning to bring about change in behavior (McMillan 1973). A number of researchers, Axelrod (1977), Homme (1970), Madsen and Madsen (1970), Blackham and Silberman (1975), and Walker and Shea (1976) shared a common belief that a student's misbehavior can be changed and reshaped in a socially acceptable manner by directly changing the student's environment. The behaviorists accepted the premise that students are motivated by the factor that all people will attempt to avoid experiences that are not pleasing and will seek experiences that are pleasing and rewarding.

In discussing motivation and school discipline, Madison and Madison (1970) stated:

> Particular patterns of responses are learned from the external world (external stimuli). If a student is "motivated," it is because he has learned to associate certain behaviors with certain outcomes. Motivation does not exist in a vacuum; it is a way of behaving. If the teacher wants a student to behave in a certain way, the teacher must structure the student's world (i.e., control his environment) to insure the desired outcome. The disciplined child is a child who (a) has learned to behave socially in appropriate

> ways, and (b) evidences proper patterns of responses to academic work. If either one of these two general categories of behavior is absent, we usually say the child "has a problem."

Reinforcers were more effective in changing the environment and developing desirable student behavior rather than punishment (Wolfgang and Glickman 1980).

The human relations approach to school discipline rests on a number of psychological theories, such as those developed by Carol Rogers, Haim Ginott, Thomas Gordon and William Purkey. Those who looked at discipline from a human relation perspective proposed a number of strategies that supersede punitive measures. They emphasized communication, democratic processes, and personal interaction in the classroom.

Human relations applies to all situations, whether one is talking with students, other professionals, parents, acquaintances, or with total strangers. These general skills are being friendly, taking a positive attitude, doing effective listening and when appropriate, providing compliments genuinely.

According to Charles (1983), when working with students, there are additional skills the teacher should employ. These skills include:

1. Giving regular attention is an important aspect of teaching. This personal attention from the teacher contributes greatly to students' sense of belonging and the feeling that the teacher

is interested and ready to help.

2. Verbal and behavioral reinforcers are the words teachers say and the acts they perform to show support, encouragement, and approval of student work and behavior. A number of researchers, Dreikurs (1972), Gordon (1974), and Ginott (1972), stress caution in the way that praise is used. Praise tends to inhibit communication, make the student feel uneasy, and even cause a student to lose his own sense of whether his performance is worthwhile. These occur when praise is given to the student's character, (i.e., you are a good boy and you are very intelligent). When effort is praised, the results tend to be more productive, (i.e. I can see that you worked hard, thanks for that).
3. Showing continual willingness to help is a trait admired not only in teachers but in people everywhere and seems in short supply. When teachers show this continual willingness to help, students gravitate to them, work with them, admire them, and remember them as highly significant.
4. Modeling and practicing courtesy and good manners is an extremely effective device in establishing and maintaining good relations in

the classroom.

A teacher who has effective discipline is one whose students are on task, act responsibly, and show good human relations. Being on task means that the student does the work that is assigned, pays attention and does not disrupt others. Responsible behavior is concerned with possessing self-control and not interfering with the rights of other. Good human relations in the classroom is treating others how you want to be treated (Charles 1983).

Batesky (1986), provides a list of techniques that describes the behavior that some effective teachers use in their classroom to establish a good learning environment.

The supportive model, Gordon's Teacher Effectiveness Training (T.E.T.) is based on the assumption that each person is unique and thus it is impossible for one person to make appropriate decisions for another. Any two people in a given situation will experience that situation in different ways. This is because we experience and interpret stimuli based on our prior encounters, goals, expectations, and attitudes (Gordon 1974).

Tools that Gordon has provided to the teacher in his T.E.T. model are classified into overt and covert teacher behaviors. The overt behaviors are those outward actions taken by teachers that can be clearly

observed and defined. These are (a) critical listening, (b) acknowledging responses and gestures, (c) door openers or responses, (d) active listening (mirroring feelings), (e) "I" messages, and (f) strong "influencing". The covert behaviors are actions that run through the teacher's mind in reflecting, planning, predicting, and preventing. These actions can be listed as (a) planning conflict resolution, (b) modeling teacher behavior consistent with expected student behavior, (c) reorganizing classroom space, and (d) reorganizing classroom time.

Based on the Reality Model of William Glasser (1969), people must be helped to acknowledge their behavior as being irresponsible and then to take action to make it more logical and productive. Glasser believed that human beings must live in a world of other human beings. Each individual must satisfy his or her own needs in a way that does not infringe upon another's. According to Glasser (1969),

> All students must be accepted as potentially capable, not as handicapped by their environment. They do not decide, however, whether or not rules, once established, should be enforced. They may choose to disobey the rules; this choice is open to all. But they then have to accept the consequences of their choice.

In other words, Glasser believed that individuals are responsible for their own actions, and regardless of how disturbed or dependent they claim to be, people must bear the consequences for their own behavior and make a

commitment to act in a responsible manner toward others (Glasser 1975).

The Glasser approach in action brings the following advice to teachers: "stop threatening, yelling, screaming, hitting, keeping kids after school, making them write 'I will be a good boy or girl' many times, reducing their grades, depriving them of classroom activities or privileges all in an attempt to cause them pain in hopes that they will learn a better way."

The Lee Canter's Assertive Discipline Model is a competency based approach to discipline, designed to provide skills and confidence necessary to meet teachers' needs without violating the best interest of their students. Assertive discipline has been field tested by over 20,000 teachers and principals nationwide. These educators report that its use reduced behavior problems by 80 percent in their classroom or school.

According to Brodinsky (1980), in order to implement the assertive discipline model, the teacher must:

1. Be involved in in-service training, through lectures, filmstrips, and instruction. Classroom teachers are asked to work on worksheets for developing classroom behavior rules, and specify actions a teacher should take when rules are broken. Positive

reinforcement must be a part of the discipline plan. These rules need to be communicated to the student both verbally and visually.

2. Know how to systematically set limits when students do not behave properly. The consequences must be included in a systematic discipline plan.

Morgan (1984) found that teachers who wish to implement calm discipline in their classrooms should follow four simple rules.

First, use mild consequences initially. Establish some reasonable classroom rules and an enforcement sequence which should begin with mild punishment. If the rules are really reasonable, the teacher should feel no hesitancy about using mild punishments to enforce them. However, if the first punishment in the enforcement sequence is severe, the teacher will tend to delay enforcing a rule until the situation in the classroom has deteriorated dramatically. It would be far better to silently write a child's name on the board for the very first infraction and to have the child miss five minutes of free play for the second infraction.

Second, enforce your rules without sternness or anger. The punishment alone should be severe enough to deter students from breaking the rules.

If not, simply make the punishment a little tougher. No student should have to suffer both punishment and a teacher's anger. If the teacher can remain relaxed and friendly with all of the students all of the time, the classroom will have a pleasant atmosphere that is conducive to learning.

Third, write down a student's name (or place a check beside it) each time that particular student breaks a rule. Once the classroom rules and consequences for breaking them have been established, the discipline system becomes simply a record-keeping chore. Although teachers may want to remind students to quiet down, they should not do this because: (a) their voices would probably convey some sternness, (b) it would be inconsistent and unfair to occasionally give children oral warning instead of writing their names on the chalkboard, and (c) oral warnings have never caused a child to quit talking for very long.

Fourth, use rewards frequently but unpredictably. It is better to surprise students often with rewards for such things as outstanding effort, high-quality work, a dramatic improvement in performance, behaving well, or being nice to other people. Appropriate rewards include special praise for individual students, congratulatory phone calls or letter to their parents,

opportunities to play educational games, visit special learning centers, or engage in free reading, permission to spend time in a "whispering corner", invitation to correct papers for the teacher, tokens that can be cashed in for prizes, stickers or special certificates, or small gifts from a grab bag.

In order to establish a positive learning environment, teachers need to establish goals for the whole class. These goals should be related to the behavior that students must exhibit in the classroom. It was suggested that teachers should reward those behaviors they want to happen more often and ignore or avoid rewarding those behaviors they want to happen less often.

According to Sprick (1981), rules are an essential part of any classroom. Although some rules are not overtly specified, rules are to help students function in a complicated society - the classroom. The rules should be designed so that students will know exactly what the goals and expectations are and should be explained soon after the students have entered the classroom. The rules should be tailored to the individual's teaching style and to the word level of the student. They should be stated as positive expectations and provide nonthreatening assertive guidelines.

Educational theory and research have provided teachers with principals and practices that are superior to punishment in establishing good school and classroom discipline. These approaches have the potential for creating positive relationships, cooperation, and self-discipline in students.

According to McDaniel (1980), we can expect to see lasting solutions to the problem of discipline when total school faculties have a comprehensive approach to discipline. This approach should be well grounded in research and theory yet provide for diversity and flexibility to management techniques.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

General Goals

The general goal of this practicum was to develop and implement a school-wide discipline program using a variety of techniques and strategies to:

1. Decrease the number of students referred to the principal's office for disruptive behavior
2. Improve students' behavior in the classroom cafeteria and on the school bus
3. Improve teacher classroom management techniques

Behavioral Expectations

The following behavioral expectations were projected for this practicum.

1. By the end of the 1987-88 school year, fewer students would be referred to the principal's office for disruptive behavior.
2. By the end of the 1987-88 school year, elementary grade students would exhibit fewer disruptive behavior problems in the classroom.
3. By the end of the 1987-88 school year, elementary grade students would exhibit fewer disruptive behavior problems in the cafeteria.
4. By the end of the 1987-88 school year, elementary grade students would exhibit fewer

disruptive behavior problems on the school bus.

5. By the end of the 1987-88 school year, each teacher would establish classroom rules and develop and implement an individual discipline plan. The plans would vary depending on the needs of the teacher in maintaining classroom control.

Standard of Performance

It was projected that by the end of the 1987-88 school year, students in kindergarten through sixth grade would demonstrate appropriate behavior in the classroom, cafeteria, and on the school bus.

1. When comparing the principal's log at three month intervals, each comparison would show a 25 percent decrease in the number of students referred for disruptive behavior (see Appendix E).
2. When presented with a pre-and-post questionnaire regarding disruptive behavior exhibited in the classroom, each teacher would indicate a 25 percent decrease in the number of disruptive behavior problems (see Appendix F).
3. When presented with a pre-and-post questionnaire regarding disruptive behavior exhibited in the cafeteria, the principal, assistant principal, each teacher and aide would indicate a 25 percent decrease in the number of disruptive

behavior problems (see Appendix G).

4. When presented with a pre-and-post questionnaire regarding disruptive behavior exhibited on the school bus, each bus driver would indicate a 25 percent decrease in the number of disruptive behavior problems (see Appendix H).
5. When presented with a pre-and-post survey regarding the use of rules and a discipline plan for classroom control, each teacher would indicate a positive response (see Appendix D).

Assessment Instruments

The assessment instruments consisted of a comparison of data collected in the principal's log, the number of referrals, and surveys and questionnaires completed by the principal, assistant principal, teachers, aides, and bus drivers.

Additional assessments were made during formal and informal classroom observations conducted by the principal, discussions during faculty meetings and individual conferences with the cafeteria monitors and the school bus drivers.

CHAPTER IV

SOLUTION STRATEGIES

Possible Alternative Solutions

The literature review suggested a variety of models, techniques and strategies to help deal with students who exhibit disruptive behaviors. The approaches described on the following pages were considered for use in this practicum.

The pedagogical model for discipline emphasized instructional practices and specific interaction patterns involving students and teachers. The principles considered in this model argued that the teacher should:

1. Keep discipline problems from occurring by providing structured but varied lessons. A good deal of the boredom and frustrations that create disruptive behavior can be eliminated when lessons are student-centered, provide for active learning, and promote student/teacher shared planning.
2. Develop a repertoire of motivation techniques such as (a) using hands-on learning experiences, (b) assigning projects to coincide with student interest, (c) establishing a reward system, (d) provide for student choice whenever possible, and (e) showing interest in

students and their educational accomplishments.

3. Use voice control and distance management to keep the tone and pace of the class on target. Use soft reprimand rather than giving public attention to disruptive students by using a loud reprimand. Lower the voice and/or stop talking if an undercurrent of chatter develops rather than trying to talk above the noise.
4. Find natural or logical consequences for student misbehavior. According to Dreikurs (1968) natural consequences are the natural flow of events without interference of the teacher or parent. Some examples of natural consequences are when a child is inattentive when an assignment is given, do not repeat it, when a student writes on his desk, require him to wipe his desk clean, and if a child is late for class, ask him to make up the time after school. In each case, stress the connection between the behavior and the consequence (Dinkmeyer and Dinkmeyer 1976).
5. When students' compliance with requests is important, use assertive training techniques. A teacher may need to be unusually clear and firm about a request to a disruptive student when he tests the limits of authority or is not convinced that the teacher means business.

The Behavioral Model suggests that both positive and negative reinforcement are more effective in developing desirable student behavior than is punishment. According to McDaniel (1979), to use this approach, the teacher should:

1. Catch the child being good and reward him. Rewards should immediately follow the behavior to be reinforced.
2. Establish rewards that children will work for and connect these directly to desirable behavior. Some rewards may include food, toys, free time, trips, comic books, break, special jobs and games.
3. Praise desirable behavior in the classroom; use positive verbal and nonverbal responses.
4. Use modeling to teach appropriate behavior.
5. Teach the cues that signal the approach of an expected behavior.
6. Use negative reinforcement when a child's behavior is unacceptable.

In most instances, negative reinforcement brings about positive behaviors, whereas punishment may generate resentment and a desire for revenge. According to Long (1979) and Gast and Nelson (1977), teachers must be sensitive to the ethical implication and the practical consequences of the Behavioral Model approach.

The Human Relations Model generally placed emphasis

on communication, democratic processes, and personal interaction in the classroom. According to Rogers (1969), Ginott (1972), Gordon (1974), and Purkey (1978), in applying this theory, the teacher should:

1. Treat students with respect and politeness. The focus is on the teacher's belief system, that students are valuable, can learn, and are responsible for their conduct. These beliefs are communicated within a framework of gentle but firm expectations for each student.
2. Communicate effectively by describing rather than by evaluating.
3. Communicate effectively by reflecting feelings.
4. Communicate effectively by sending "I messages".
5. Negotiate with students to establish rules of behavior and to find solutions to problems.

The human relations approach requires an unusual range of skills and attitudes on the part of the teacher. A teacher's application of these techniques should be developed carefully and patiently (McDaniel, 1979).

The William Glasser's Reality Therapy Model is a ban on punishment and an emphasis on plans by the student for alternate action. In its original state, the Glasser method is divided into ten steps. Since these steps are not necessarily to be followed in the

exact order, they are grouped into three phases. The three phases are:

1. Improvement - A period of examination and rededication. The teacher looks at his/her practices and looks at students for clues requiring new patterns of behavior.
2. Redirection - During this period, the teacher identifies students who are out of order and whose behavior must change. The students are helped to work out new sets of behavior rules. The teacher monitors the new plans and gives each student attention, consideration and warm support to encourage change.
3. Time out - If the disruptive student refuses to change behavior and continues to break rules, the teacher calls for front-office help. With the administrative officers, the teacher works out procedures for time-out assignments, in-room or in-school suspension and other procedures to constrain the student's unruly behavior or to separate him from class or school.

In the Glasser approach, if a student is continually out of order in the classroom, the teacher should get across to him that teachers care, and want to help. Be pleasant, be compassionate, be warm, offer him 3, 5, 10, or 15 seconds of friendship and do it as often

as possible (Brodinsky, 1980).

The Lee Canter's Assertive Discipline Model advocated that teachers utilize a systematic approach which enables them to set firm consistent limits for the students and at the same time remaining cognizant of each student's need for warmth and positive support.

According to Canter (1980), an assertive teacher is one who clearly and firmly expresses her wants and feelings to the children and is prepared to back up words with action. She clearly tells the children what behavior is acceptable and which is unacceptable. The credo of the assertive teacher is:

1. "I will not tolerate a student stopping me from teaching."
2. "I will not tolerate any student preventing another student from learning."
3. "I will not tolerate any student engaging in any behavior that is not in his/her best interest and in the interest of others."
4. "I will immediately recognize and reinforce student behavior which is appropriate and acceptable."

In assertive teaching it is particularly important to stay with your request until you know you have made your point, repeating your position or request and refusing to be diverted or ignored.

The methods being used to deal with disruptive

behavior problems can be categorized under four basic disciplinary approaches. Each of these approaches; the permissive approach, the authoritarian approach, the behavioristic approach and the diagnostic approach, is based on assumptions about children and learning (Palardy and Mudrey 1973). An examination of these approaches and the assumptions on which they are based would help teachers determine if their disciplinary approaches are consistent with their educational philosophies.

The permissive and authoritarian approaches are extreme opposites. The permissive approach assumes that all children will always behave. It is further assumed that any restrictions placed on the child inhibit his natural pattern of development and are detrimental. The authoritarian approach assumes that all children will misbehave as often as they can. Therefore, those using this approach must enforce a multitude of classroom rules which are communicated in such a way that children become immediately aware of their inferior status. According to Palardy and Mudrey (1973), authoritarians believe that the more a child learns to obey, the better off he or she will be. They believe that persons in authority must be tough and keep their distance and that warmth, understanding, and interest only serve to breed problems. Advocates of this approach often use ridicule, embarrassment and intimidation as effective

techniques for controlling disruptive behavior.

If discipline is thought of as concern for a child's welfare, then which ever approach is used should relate genuine concern for the welfare of the child. Critics contend that the permissive approach shows a lack of concern by setting no limits. Critics of the authoritarian approach contend that while this approach does set limits, the limits are unreasonable and are communicated in such a way as to relate not only a lack of concern by actual contempt for and distrust of the child (Ginott, 1973, Palardy and Mudrey, 1973, and Raths, 1972).

The behavioristic approach recommended changing a child's behavior pattern from undesirable to desirable. Undesirable behavior is ignored while appropriate behavior is rewarded. Behaviorists assume that children can be conditioned to act in appropriate ways if they are rewarded.

A major criticism of the behavioristic approach is that after symptoms have been eradicated, causes still remain. When causes are not dealt with, they often continue to emerge in different and/or more serious symptomatic forms. According to Katz (1973), Taylor (1973) and Veatch (1974), because this approach conditions children without allowing any time for reflection and discussion concerning their behavior, a type of mindlessness is promoted.

The diagnostic approach to discipline encouraged teachers to directly involve the child as much as possible in determining and treating the causes of disruptive behavior. Although some causes are beyond the control of the teachers, much can still be done at school to help the child. Allowing a child to talk about his problems with a concerned and understanding adult brings long-term results for the child.

When working to change students' behavior, teachers must choose from a variety of models. One such model is Behavior Modification which grew out of the principles of reinforcement by Skinner (1968). Its guiding principle states that people who are rewarded for something that they do are more likely to do that same thing again. When students learn that pleasant consequences follow particular actions, they are more likely to engage in those actions again. This means that teachers should provide students with feedback that motivates them to engage in desirable activities.

There are several advantages to using reinforcement procedures.

1. Reinforcement can be used to teach a new skill and to encourage its use. For example, reinforcement procedures can teach students to make positive statements to peers.
2. Reinforcement procedures can teach the student to behave even when the teacher is not present.

This happens because the new behavior eventually takes on its own reinforcing qualities, this eliminating the need for outside reinforcers. In other words, reinforcers are used to shape or modify behavior.

3. Reinforcement procedures foster positive feelings. If reinforcement procedures are used to change behavior, a child is more likely to develop a healthy self-concept along with a positive attitude toward teachers and school.

The Behavior Modification theory cited the need for the teacher to set easily understandable standards of behavior. The basic premise is that all children will learn to abide by the standards if they receive proper reinforcement. Whenever possible, inappropriate behavior should be ignored and acceptable behavior rewarded. This approach should be positive and teachers should check the quantity of positive reinforcement that is being used.

All classrooms need a systematic discipline plan to use in solving behavior problems within the school. It was found that there are several approaches to discipline. Teachers are encouraged to investigate these approaches and incorporate them into a plan that will help to decrease students' disruptive behavior in the classroom. The approach selected may vary depending

on the teacher's personal philosophy and teaching style.

Description of Selected Solutions

During the 1986-87 school year, the number of students referred to the principal's office because of disruptive behavior in the classroom, cafeteria, and on the school bus continued to increase (see Appendix C). All of the teachers participating in the survey indicated that they needed additional training and techniques in classroom management (see Appendix D). It was also found that a number of teachers had to refer students for talking and fighting during the first month of school (see Appendix F). These and other discipline problems were evident throughout the entire school year.

The cafeteria monitor questionnaire revealed that students were loud, they threw or played with food, they cut line and talked back to adults (see Appendix G). A number of students were observed arguing or horse playing with each other, which led to fights and consequently referrals to the principal's office for disciplinary action.

The results of the bus driver questionnaire (see Appendix H) revealed that no plan was used to enforce management of student behavior. Each driver agreed that students were disruptive and that he had to make frequent discipline referrals. During informal conferences, bus drivers pointed out that disruptive behavior on the school bus continued to escalate.

Report of Action Taken

A variety of techniques, strategies and models were used in helping to decrease the number of disruptive behavior problems in this school. By providing a wide range of possible solutions, teachers were able to implement the solution strategy that would meet their individual needs, teaching style, personal philosophy and the needs of the students under their guidance. The flexibility in the solution strategies provided an opportunity to design a stronger discipline program for the entire school.

According to Long (1987), a single management model implies that all students are alike, see the world from a single perspective, and therefore, can be managed in the same way. Teachers learn very quickly that this is not the case. What works for one child does not necessarily work for another. Therefore, teachers need instruction in a variety of behavior management models and techniques.

During each faculty meeting throughout the year, a portion of time was set aside for "Discipline Updates" to review tapes, discuss techniques and demonstrate practical procedures that were used effectively for managing student behavior. Articles from the literature review were also shared at this time. Teachers were encouraged to investigate these alternatives and incorporate into their discipline plan those approaches

that seem most compatible with their teaching styles and personal philosophies. Each teacher was provided with a discipline notebook which contained a variety of practical procedures for managing many of the day-to-day discipline problems. Additional techniques were provided by periodically updating the notebook.

Bus drivers and cafeteria monitors were encouraged to use selected strategies to manage disruptive students. Informal meetings or one-on-one conferences were held to discuss problems and share possible solution strategies. Selected techniques were shared orally and in writing. The techniques which were used by the bus drivers and cafeteria monitors for managing larger groups of students were the same or similar to those that were effective when used by the classroom teachers.

Some of the teachers were given release time throughout the year to attend workshops or seminars on behavior management. The techniques and skills discussed were presented during the faculty meetings or shared with other staff members.

Classroom rules were formulated cooperatively by the teacher and the students. These rules were incorporated into the classroom discipline plan. The discipline plan was reviewed and approved by the principal. It was shared with the class and students were given a copy to take home to their parents.

Parents were encouraged to discuss the discipline plan with their child and to provide assistance in adhering to the plan. At the second PTA meeting, parents were given an opportunity to discuss the discipline plan with the teacher if their were areas they did not understand. A parent's signature was required on each discipline plan.

Time Line

August, 1987 Pre-Implementation Phase

a. Met with principal and discussed the present discipline plan
b. Analyzed discipline referrals 1986-87
c. Researched the related literature
d. Prepared surveys
e. Met with principal to discuss plans for discipline program.
f. Prepared the necessary questionnaires
g. Attended Staff Development on Classroom Management and Control

September, October and November 1987 Implementation Phase

a. Prepared and distributed discipline notebooks
b. Circulated articles on classroom management and control
c. Administered survey to classroom teachers
d. Reviewed teachers' discipline plan
e. Met with principal, assistant principal and aides to discuss cafeteria management

f. Met with present bus drivers to discuss school bus rules

g. Met with principal and assistant principal to discuss school bus rules

h. Prepared and sent letter to parents concerning school bus rules

i. Provided discipline update at faculty meeting

j. Begin implementation

k. Administered questionnaires to classroom teachers, cafeteria monitors and school bus drivers

December 1987, January and February 1988 Implementation Phase

a. Analyzed discipline referrals for September, October and November

b. Prepared comparison for first three months

c. Continued to review related literature

d. Met with teachers to review discipline plans

e. Provided discipline update at faculty meeting

f. Met with adult bus drivers to discuss school bus rules

March, April and May 1988 Continued Implementation Phase

a. Analyzed discipline referrals for December, January and February

b. Prepared comparison for second three months

c. Provided discipline update at faculty meeting

d. Administered final survey classroom teachers

e. Administered final questionnaire classroom to the classroom teachers, cafeteria monitors and school bus drivers

f. Circulated articles on classroom management and control

June, July and August 1988 Final Implementation Phase

a. Completed implementation process

b. Analyzed discipline referrals for March, April and May

c. Prepared comparison of third three months

d. Provided final discipline update at faculty meeting

e. Wrote final report

f. Disseminated final report

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

The purpose of this practicum was to decrease the number of students being referred to the principal's office for disciplinary action. The method chosen was to develop and implement a school-wide discipline program. This program used a variety of models and techniques which teachers incorporated into their individual teaching styles. Because students respond differently to methods of discipline, that variety helped teachers to effectively manage student behavior.

As the teachers, cafeteria monitors and bus drivers began to try some of the discipline techniques and strategies, fewer discipline problems were noted. This led to a gradual decrease in the number of students being referred to the principal's office for disciplinary action.

The first evaluation of the results of this practicum revealed an increase in the number of referrals made by classroom teachers and cafeteria monitors. However, a decrease was noted in the number of students who were referred.

Table 6 shows the results of a comparison of the referrals made by classroom teachers, cafeteria monitors, and school bus drivers during the third month

of school in 1986 and 1987. Classroom teachers made 23 percent less referrals the third month of school than they did the previous year. Cafeteria monitors and school bus drivers made 20 and 17 percent less referrals respectively. An average decrease of 16 percent was noted in the number of students referred.

Table 6

Discipline Referrals for the month of November

	Classroom		Cafeteria		School Bus	
Year	# of Referrals	# of Ss	# of Referrals	# of Ss	# of Referrals	# of Ss
1986	64	67	46	49	23	34
1987	49	54	37	41	19	29
*%	23	19	20	16	17	15

*percent of decrease

During the sixth month of school, an overall decrease was noted in both the number of referrals made and the number of students referred. The decrease in referrals ranged from 20 to 28 percent. An average decrease of 19 percent was noted in the number of students referred.

Table 7 shows the results of a comparison of the referrals made by classroom teachers, cafeteria monitors and school bus drivers during the sixth month of school

in 1987 and 1988.

A continued decrease in discipline referrals was noted during the remainder of the school year. However, at the time of special events a slight increase was

Table 7

Discipline Referrals for the month of February

Year	Classroom # of Referrals	Classroom # of Ss	Cafeteria # of Referrals	Cafeteria # of Ss	School Bus # of Referrals	School Bus # of Ss
1986	53	75	41	48	18	32
1987	38	59	33	39	14	26
*%	28	21	20	19	22	19

*percent of decrease

noted. During the month of May the number of referrals increased as teachers planned for the end of the year activities and changes occurred in the regular school calendar. During activities such as field day, final exam, graduation, and May Day ceremonies, some students were referred to the principal's office.

Table 8 shows the results of a comparison of the referrals made by classroom teachers, cafeteria monitors and school bus drivers during the ninth month of school in 1987 and 1988.

Table 8

Discipline Referrals for the month of May

Year	Classroom # of Referrals	Classroom # of Ss	Cafeteria # of Referrals	Cafeteria # of Ss	School Bus # of Referrals	School Bus # of Ss
1986	40	75	43	57	19	37
1987	29	60	35	45	15	30
*%	27	20	19	21	22	19

*percent of decrease

In comparing the principal's log of discipline referrals at three month intervals for 1986-87 with that of 1987-88, a decrease ranging from 17 to 28 percent was noted. Although each month did not show the projected amount of 25 percent decrease in referrals, the average decrease for the three month interval was 26 percent of classroom teachers referrals, 19 percent for cafeteria monitors and 20 percent for school bus drivers. During this same time period, the average number of students referred decreased by 19 percent.

The results of the teacher questionnaire administered during the month of October indicated that each teacher referred students during the month of September. Among the reasons for the referrals were talking back and fighting (see Appendix F). A positive

result was noted on all of the items on the classroom teacher questionnaire. The teachers indicated that they had a discipline plan. The discipline plan was being used effectively by five of the nine teachers. Table 9 shows the result of the pre- and post Classroom Teacher Questionnaire.

Table 9

Comparison of Classroom Teacher Questionnaires

Question	Pre		Post	
	Yes	No	Yes	No
1. Do you have a discipline plan?	2	7	9	0
2. Do you use a discipline plan?	2	7	5	4
3. Are students disrespectful to each other?	8	1	7	2
4. Do students leave their seat without permission?	5	4	3	6
5. Have you referred students within the last month?	9	0	5	4
6. Is discipline a problem in your classroom?	7	2	6	3
7. Do students refuse to obey rules?	8	1	6	3
8. Do students chew gum in your classroom?	8	1	5	4
9. Do students talk back?	9	0	5	4
10. Is fighting a problem?	9	0	7	2

The results of the pre-and post Cafeteria Monitor Questionnaire revealed a decrease in disruptive behavior. An increase was noted in the responses to the

items which dealt with loud noises in the cafeteria while responses of three of the items remained the same. Table 10 shows the pre- and post results of the Cafeteria Monitor Questionnaire.

Table 10

Comparison of Cafeteria Monitor Questionnaires

	Question	Pre Yes	Pre No	Post Yes	Post No
1.	Do students move without disturbing others?	1	6	3	4
2.	Do students keep their hands and feet to themselves?	2	5	3	4
3.	Do students leave their seats without permission?	6	1	3	4
4.	Have you referred students in the last month?	7	0	7	0
5.	Are students loud while in the cafeteria?	6	1	7	0
6.	Do students throw or play with their food?	6	1	4	3
7.	Do students respond when spoken to?	5	2	5	2
8.	Do students talk back?	4	3	3	4
9.	Do students exhibit appropriate manners?	2	5	5	2
10.	Do students leave the cafeteria without permission?	5	2	4	3
11.	Do students cut line?	4	3	3	4
12.	Do students leave the cafeteria reasonably neat and clean?	4	3	4	3
13.	Do students sit in designated areas?	4	3	7	0

A recent ruling to eliminate 17-year old bus drivers caused two bus drivers to be replaced with adults during the month of April. The results of the pre-and-post Bus Driver Questionnaire revealed an overall decrease in disruptive behavior on the school bus. Some bus drivers did not use nor did they have a behavior management plan. Table 11 shows the results of the pre-and-post questionnaires.

Table 11
Comparison of Bus Driver Questionnaires

Question	Pre		Post	
	Yes	No	Yes	No
1. Do students talk softly on the bus?	1	5	3	3
2. Do students remain in their seats?	1	5	2	4
3. Do students respect the bus driver?	1	5	2	4
4. Have you had to report students for disruptive behavior?	6	0	5	1
5. Is there a problem with discipline on the school bus?	5	1	3	3
6. Has discipline on the bus improved in the last six months?	1	5	2	4
7. Are you following a discipline plan?	0	6	2	4
8. Did you have a discipline plan last year?	0	6	0	6
9. Are students disruptive on the bus?	3	3	2	4
10. Do you praise students for positive behavior?	2	4	4	2

Conclusions

The first objective was concerned with a comparison of the principal's log for referral at three month intervals. This objective showed a decrease in disruptive behavior as evidenced by the results discussed previously. As teachers, cafeteria monitors and bus drivers began to use selected behavior management strategies, a gradual decrease in discipline referrals was evident. Each group was encouraged to try strategies that met the needs of the students they supervised.

The second objective dealt with disruptive behaviors that occurred in the classroom. The pre-and-post questionnaires revealed an overall decrease in the number of disruptive behaviors exhibited in the classroom. This objective was achieved with a 28 percent decrease in the number of discipline referrals. The teachers concluded that their use of a variety of strategies helped to decrease the number of disruptive behavior in the classroom.

The third objective of this practicum project dealt with disruptive behavior exhibited in the cafeteria. This objective was not met within the projected outcome, however, a decrease in students' disruptive behavior was noted. All of the cafeteria monitors expressed a willingness to continue to enforce discipline strategies while on duty in the cafeteria. Toward the end of the

practicum, the writer observed that a number of students were helping to enforce discipline rules in the cafeteria.

The fourth objective dealt with disruptive behavior on the school bus. Although a decrease was noted, this objective was not met as projected. Factors such as the changing regulations concerning student bus drivers limited number of buses (some buses making double loads)), students who did not ride the bus regularly and the need to move students because of over crowded buses resulted in difficulties in assessing student behavior on the school bus.

The fifth objective dealt with the teachers' use of rules and a plan of discipline to manage students in the classroom. This objective was met by all of the teachers participating in this practicum. It was observed that throughout the practicum implementation, teachers tried, revised and shared many of the behavior management strategies and techniques that were described in the "Discipline Update". A number of teachers responded positively about having the option to use a variety of behavior management strategies.

One unanticipated outcome was the interest with which some of the teachers worked toward trying new strategies to manage disruptive students and provided opportunities for those students to demonstrate self discipline. Although a number of students were

referred, many of the students were assigned a specific task and closely monitored to see that it was done correctly. Students were given the basic responsibility for completing the task while receiving guidance and support from the teacher. By using other strategies to manage student behavior, the number of students suspended in the kindergarten decreased considerably.

Another unanticipated outcome was the involvement and support of many of the parents. All of the classroom discipline plans were signed and returned within the first month of implementation. Parents who were requested to come to school responded positively and worked cooperatively with the classroom teachers. Periodically, they sent notes or telephoned to inquire about their children's progress both academically and behaviorally.

Recommendations

Based on the results of this practicum, the writer recommended that a school-wide discipline program continue and that students share the responsibility for what goes on in this school. An added component should include additional assistance from parents and volunteers to help on the school bus and in the cafeteria.

The writer further recommended that inservice training on management of student behavior be provided for all teachers, cafeteria monitors and school bus

drivers at the beginning of the school year. Included in the inservice training would be a variety of behavior management models and techniques to meet the needs of individual students.

Another recommendation would be to include a school-wide incentive program to reward students who demonstrated appropriate self-discipline.

Dissemination

The results of this practicum were shared with the principal, the faculty members, the cafeteria monitors, and the school bus drivers. It was submitted to the local principals' association in the form of a report. Those who were interested in additional data were given a copy of the practicum report. The writer was available to assist other principals and assistant principals who wished to find out more and set up a school-wide discipline program.

A copy of the practicum report was placed in the county's professional library and will be sent to other school systems upon request.

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APPENDIX A

PROFESSIONAL DEVELOPMENT PLAN

Name _____ Position/Subject Area _____ School _____

Certification: _____ Initial _____ Continuing Expiration Date of Certificate _____ Date of Professional Development Plan _____

Major Functions:
- ☐ I. Management of Instructional Time
- ☐ II. Management of Student Behavior
- ☐ III. Instructional Presentation
- ☐ IV. Instructional Monitoring
- ☐ V. Instructional Feedback
- ☐ VI. Facilitating Instruction
- ☐ VII. Interacting Within Educational Environment
- ☐ VIII. Performing Non-Instructional Duties
- ☐ Other _____

Goal(s):

Practices and/or Strengths	Activities (Strategies)	Evidence of Completion	Resources	Target Date	Completion Date

ACCOMPLISHMENT: Date
- ☐ Fully Accomplished _____
- ☐ Partially Accomplished _____
- ☐ Not Accomplished _____

REASON:

SUPERVISOR'S COMMENTS:

EMPLOYEE'S COMMENTS

SIGNATURES:	SUPERVISOR'S SIGNATURE	DATE	EMPLOYEE'S SIGNATURE	DATE
Initial Conference				
Review -				
Review -				
Review -				

*If employee has initial certification, mentor and/or support team members should also sign.

APPENDIX B

IDENTIFICATION OF OFFENSES AND CONSEQUENCES

1986 - 1987 First Two Months

Number of disruptive Students	Offense	Decision
1	Pushing another student	Conference
1	Out of seat on bus	Conference
1	Out of seat in cafeteria	Paddled
3	Out of seat	Paddled and letter
1	Out of seat	Paddled
1	Won't do work	Conference
1	Speaking out of turn	Conference
6	Disobeying teacher	Conference
7	Disobeying teacher	Paddled
1	Lying	Conference
1	Lying	Conference and letter
3	Running in line	Paddled
5	Fighting on bus	Conference
2	Fighting on bus	Conference and letter
7	Fighting at school	Paddled
1	Fighting at school	Conference
2	Fighting at school	Paddled and letter
2	Getting out of line	Conference
3	Getting out of line	Paddled

3	Hands out window	Paddled and letter
1	Hands and arms out window	Paddled
9	Misbehavior in cafeteria	Paddled
2	Misbehavior on bus	Warning and letter
7	Misbehavior on bus	Letter
5	Misbehavior on bus	Conference
3	Loud talking on bus	Warning
2	Loud talking on bus	Conference and letter
2	Sitting with knees in seat	Warning
2	Talking back	Paddled
1	Talking back	Called parents
1	Disrespectful to Principal	Suspended
1	Rode bus after suspension/ rude behavior	Phoned father
1	Misbehavior at bus stop/ fighting at school	Paddled
1	Exposing self/filthy talk	Paddled
1	Exposing self/fighting	Conference
2	Left playground without permission	Paddled
1	Left class w/o permission and fighting	Suspended 3 days

APPENDIX C

RECORD OF DISCIPLINE

DATE	STUDENT	OFFENSE	DECISION

APPENDIX D

TEACHER SURVEY

Place a check mark in the column that best answers the question.

		Yes	No
1.	Have you been trained as a disciplinarian?	___	___
2.	Do you have a discipline plan?	___	___
3.	Do you know how to use positive reinforcement with your students?	___	___
4.	Do you know how to encourage students to stay on task?	___	___
5.	Do you know how to praise appropriate student behavior?	___	___
6.	Do you know how to foster healthy peer relationships?	___	___
7.	Do you know how to ignore inappropriate student behavior?	___	___
8.	Do you work with parents on discipline	___	___
9.	Have you been trained to deal effectively with disruptive students?	___	___
10.	Do you need additional training in classroom management?	___	___

APPENDIX E

DISCIPLINE REFERRAL
For the Month of

_____
1986 - 1987 School Year

	Number of Students	Number of Referrals
Boys	_____	_____
Girls	_____	_____
Total	_____	_____

DISCIPLINE REFERRAL
For the Month of

_____
1986 - 1987 School Year

	Number of Students	Number of Referrals
Boys	_____	_____
Girls	_____	_____
Total	_____	_____

SUMMARY OF DISCIPLINE REFERRAL

	1986-87 3 Month Time Period Number of Referrals	Referral Per Month	1987-88 3 Month Time Period Number of Referrals	Referral Per Month
Classroom	_____	_____	_____	_____
Cafeteria	_____	_____	_____	_____
School Bus	_____	_____	_____	_____

SUMMARY OF DISCIPLINE REFERRAL

	1986-87 3 Month Time Period Number of Referrals	Referral Per Month	1987-88 3 Month Time Period Number of Referrals	Referral Per Month
Classroom	_____	_____	_____	_____
Cafeteria	_____	_____	_____	_____
School Bus	_____	_____	_____	_____

APPENDIX F

CLASSROOM TEACHER QUESTIONNAIRE

Place a check mark in the column that best answers the question.

		Yes	No
1.	Do you have a discipline plan?	___	___
2.	Do you use a discipline plan?	___	___
3.	Are students disrespectful to each other?	___	___
4.	Do students leave their seat without permission?	___	___
5.	Have you referred students within the last month?	___	___
6.	Is discipline a problem in your classroom?	___	___
7.	Do students refuse to obey rules?	___	___
8.	Do students chew gum in your classroom?	___	___
9.	Do students talk back?	___	___
10.	Is fighting a problem?	___	___

CLASSROOM TEACHER QUESTIONNAIRE

Administered October 1987

Questions	Number in Target Group	Yes	%	No	%
Do you have a Discipline Plan?	9	2	22	7	78
Do you use a discipline plan?	9	2	22	7	78
Are students disrespectful to each other?	9	8	89	1	11
Do students leave their seats without permission?	9	5	56	4	44
Have you referred students within the last month?	9	9	100	0	0
Is discipline a problem in your classroom?	9	7	78	2	22
Do students refuse to obey rules?	9	8	89	1	11
Do students chew gum in your classroom?	9	8	89	1	11
Do students talk back?	9	9	100	0	0
Is fighting a problem?	9	9	100	0	0

CLASSROOM TEACHER QUESTIONNAIRE

Administered May 1988

Questions	Number in Target Group	Yes	%	No	%
Do you have a Discipline Plan?	9	9	100	0	0
Do you use a discipline plan?	9	5	56	4	44
Are students disrespectful to each other?	9	7	78	2	22
Do students leave their seats without permission?	9	3	33	6	67
Have you referred students within the last month?	9	5	56	4	44
Is discipline a problem in your classroom?	9	6	67	3	33
Do students refuse to obey rules?	9	6	67	3	33
Do students chew gum in your classroom?	9	5	56	4	44
Do students talk back?	9	5	56	4	44
Is fighting a problem?	9	7	78	2	22

APPENDIX G

CAFETERIA MONITOR QUESTIONNAIRE

Place a check mark in the column that best answers the question.

		Yes	No
1.	Do students move without disturbing others?	___	___
2.	Do students keep hands, feet, and objects to themselves?	___	___
3.	Are students loud in the cafeteria?	___	___
4.	Do students throw or play with food?	___	___
5.	Do students respond to cafeteria monitors?	___	___
6.	Do students exhibit appropriate manners?	___	___
7.	Do students leave the cafeteria without permission	___	___
8.	Do students cut line?	___	___
9.	Do students leave the cafeteria reasonably neat and clean?	___	___
10.	Do students sit in designated areas?	___	___

CAFETERIA MONITOR QUESTIONNAIRE
Administered October 1987

Questions	Number in Target Group	Yes	%	No	%
Do students move without disturbing others?	7	1	14	6	86
Do students keep their hands, feet, and objects to themselves?	7	2	29	5	71
Do students leave their seats without permission?	7	6	86	1	14
Have you referred students within the last month?	7	7	100	0	0
Are students loud while in the cafeteria?	7	6	86	1	14
Do students throw or play with their food?	7	6	86	1	14
Do students respond when spoken to?	7	5	71	2	29
Do students talk back?	7	4	57	3	43
Do students exhibit appropriate manners?	7	2	29	5	71
Do students leave the cafeteria without permission?	7	5	71	2	29
Do students cut line?	7	4	57	3	43
Do students leave the cafeteria reasonably neat and clean?	7	4	57	3	43
Do students sit in designated areas?	7	4	57	3	43

CAFETERIA MONITOR QUESTIONNAIRE
Administered May 1988

Questions	Number in Target Group	Yes	%	No	%
Do students move without disturbing others?	7	3	43	4	57
Do students keep their hands, feet, and objects to themselves?	7	3	43	4	57
Do students leave their seats without permission?	7	3	43	4	57
Have you referred students within the last month?	7	7	100	0	0
Are students loud while in the cafeteria?	7	7	100	0	0
Do students throw or play with their food?	7	4	57	3	43
Do students respond when spoken to?	7	5	71	2	29
Do students talk back?	7	3	43	4	57
Do students exhibit appropriate manners?	7	5	71	2	29
Do students leave the cafeteria without permission?	7	4	57	3	43
Do students cut line?	7	3	43	4	57
Do students leave the cafeteria reasonably neat and clean?	7	4	57	3	43
Do students sit in designated areas?	7	7	100	0	0

APPENDIX H

BUS DRIVER QUESTIONNAIRE

Place a check mark in the column that best answers the question.

		Yes	No
1.	Do students talk softly on the bus?	___	___
2.	Do students remain in their seats?	___	___
3.	Do students respect the bus driver?	___	___
4.	Have you had to report students for disruptive behavior?	___	___
5.	Is there a problem with discipline on the school bus?	___	___
6.	Has discipline on the bus improved in the last six months?	___	___
7.	Are you following a discipline plan?	___	___
8.	Did you have a discipline plan last year?	___	___
9.	Are students disruptive on the bus?	___	___
10.	Do you praise students for positive behavior?	___	___

BUS DRIVER QUESTIONNAIRE

Administered October 1987

Questions	Number in Target Group	Yes	%	No	%
Do students talk softly on the bus?	6	1	17	5	83
Do students remain in their seats?	6	1	17	5	83
Do students respect the bus driver?	6	1	17	5	83
Have you had to report students for disruptive behavior?	6	6	100	0	0
Is there a problem with discipline on the school bus?	6	5	83	1	17
Has discipline on the bus improved in the last six months?	6	1	17	5	83
Are you following a discipline plan?	6	0	0	6	100
Did you have a discipline plan last year?	6	0	0	6	100
Are students disruptive on the bus?	6	3	50	3	50
Do you praise students for appropriate behavior?	6	2	33	4	67

BUS DRIVER QUESTIONNAIRE

Administered May 1988

Questions	Number in Target Group	Yes	%	No	%
Do students talk softly on the bus?	6	3	50	3	50
Do students remain in their seats?	6	2	33	4	67
Do students respect the bus driver?	6	2	33	4	67
Have you had to report students for disruptive behavior?	6	5	83	1	17
Is there a problem with discipline on the school bus?	6	3	50	3	50
Has discipline on the bus improved in the last six months?	6	2	33	4	67
Are you following a discipline plan?	6	2	33	4	67
Did you have a discipline plan last year?	6	0	0	6	100
Are students disruptive on the bus?	6	2	33	4	67
Do you praise students for appropriate behavior?	6	4	67	2	33